R E P O R T R E S U M E S

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A TWO-YEAR POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAM IN THE WHOLESALING FIELD, REPORT OF THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM. MANUAL I, ORGANIZING AND CONDUCTING THE PROGRAM. GTC.

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DESCRIPTORS- *DISTRIBUTIVE EDUCATION, POST SECONDARY EDUCATION, *PROGRAM GUIDES, EXPERIMENTAL PROGRAMS, *WHOLESALING, PROGRAM DEVELOPMENT, PROGRAM ADMINISTRATION,

THE PURPOSE OF THIS MANUAL IS TO PROVIDE A GUIDE FOR ORGANIZING AND OPERATING A 2-YEAR POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAM FOR STUDENTS SEEKING A CAREER IN THE FIELD OF WHOLESALING. THE INFORMATION IS BASED ON ACTUAL EXPERIENCE OF SUCH A PROGRAM CONDUCTED ON AN EXPERIMENTAL BASIS ON THE CAMPUS OF THE OHIO STATE UNIVERSITY FOR 3 YEARS, BEGINNING IN 1961. THE MANUAL INCLUDES INFORMATION ON (1) FACTORS DETERMINING OBJECTIVES FOR THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM, (2) ESTABLISHING THE NEED FOR A PROGRAM ON THE BASIS OF WHOLESALER INTEREST AND STUDENT ENROLLMENT, (3) THE WHOLESALE ADVISORY COMMITTEE--SCOPE, CHARACTERISTICS, FORMATION, AND DUTIES, (4) ADMINISTRATION--LOCATION OF THE PROGRAM, FUNCTIONS OF PERSONNEL, AND FINANCING, (5) STAFF--QUALIFICATIONS, SOURCE OF INSTRUCTORS, TEACHING LOAD, AND STANDARDS OF INSTRUCTION, (6) PROMOTION--ASSISTANCE BY GROUPS AND PROMOTIONAL ACTIVITIES AND MATERIALS, (7) CLASSROOM INSTRUCTION--CURRICULUM CONTENT, LEVEL OF INSTRUCTION, AND TEXTBOOKS, (8) INSTRUCTION ON THE JOB--ON-THE-JOB COORDINATION, STUDENT DISMISSAL, AND IN-CLASS PROGRESS REPORTS, (9) STUDENTS--SOURCES, SCREENING STUDENTS, INTERVIEWING, SCHEDULING, ORIENTING, AND HOUSING, (10) EVALUATION OF STUDENTS, STAFF, AND THE TOTAL PROGRAM. MANUAL TWO, "CURRICULUM FOR A PROGRAM" (VT 004 695) IS A COMPANION DOCUMENT. BOTH DOCUMENTS ARE AVAILABLE FOR $1.50 EACH FROM DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 124 WEST 17TH AVENUE, COLUMBUS, OHIO 43210. (MM)

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A POST-HIGH SCHOOL COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM IN THE WHOLESALING FIELD

MANUAL 1

ORGANIZING AND CONDUCTING A PROGRAM

A REPORT OF THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM

COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

VT004634

A TWO-YEAR POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAM IN THE WHOLESALING FIELD

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MANUAL I

ORGANIZING AND CONDUCTING

THE PROGRAM

A Report of the Ohio Wholesale
Management Development Program
The Ohio State University
College of Education
Columbus, Ohio 43210

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A TWO-YEAR POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAM IN THE WHOLESALING FIELD

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MANUAL I

ORGANIZING AND CONDUCTING THE PROGRAM

—•—

Report of the Ohio Wholesale Management Development Program

—•—

Ohio State Department of Education, Columbus
Division of Vocational Education

—•—

National Association of Wholesalers, Washington, D.C.
Ohio Associations of Wholesalers

—•—

The Ohio State University, Columbus
Department of Education
1965

MANUAL I

Organizing and Conducting the Program

TABLE OF CONTENTS

INTRODUCTION

Industry's Need for Qualified Personnel 7
Educational Needs 8

FACTORS DETERMINING OBJECTIVES FOR THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM

The Role of the University 9
Objectives of the Experimental Program 9

ESTABLISHING THE NEED FOR A WHOLESALE PROGRAM

Wholesaler Interest 10
Student Enrollment 11

WHOLESALE ADVISORY COMMITTEE

Scope of the Advisory Committee 11
Characteristics of the Advisory Committee 12
Duties of Pre-Planning Committee 12
Formation and Duties of the Advisory Committee 13
Duties of the Sub-Committees 14
Steering committee 14
Budget committee 14
Student selection committee 14
Industry relations committee 14

ADMINISTRATION

Location of the Program 15
Functions of Personnel in Pilot Program 16
Financing the Program 16
Budget 17
Salaries 17
Equipment 17
Time schedule 17
In-school class schedule 19

STAFF

Qualifications of Instructor-Coordinator 20
Qualifications of Teaching Staff 20
Source of Instructors 20
Teaching Load of Instructor-Coordinator 20
Maintaining Standards of Instruction 20

PROMOTION

Assistance by Various Groups 21
The Advisory Committee 21
Commodity line trade associations 21
Local newspapers 21
Local high schools 21
Prospective training stations 22
Promotional Activities 22

Employer-employe banquet....22
Graduation....22
Promotional Materials....23

CLASSROOM INSTRUCTION

Curriculum Content....33
First-term courses....33
Second-term courses....33
Other courses....34
No Electives Offered....34
Level of Instruction....34
Textbooks Used....35

INSTRUCTION ON THE JOB

On-the-Job Coordination....35
Number of coordination visits....37
Coordination visit should be planned....37
Student consultations on the job....37
Coordination helps employer and student....37
Improving poor work habits....38
Visits not always pleasant....38
Student Dismissal....38
Review the case thoroughly....38
Reports of Student's In-Class Progress....39

STUDENTS

Sources of Students....39
High school seniors....39
College dropouts....39
Former servicemen....40
Screening Students....40
Interviews used in pilot program....40
Review of four steps....41
Keep in close touch with applicants....41
Interview Process and Scheduling....42
Screening interview once each month....42
Schedule for Saturday meetings....42
Materials received by applicants prior to meeting....42
Information for interviewers....42
Interview....42
Orientation and Registration....48
Student Housing....48

EVALUATION

Evaluation of the Student....48
Job evaluation....49
Rating forms....49
No grade given for on-the-job experience....49
Evaluation of the Staff....50
Evaluation of the Total Program....50

BIBLIOGRAPHY

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FOREWORD

This OPERATIONS MANUAL contains information about how to organize and operate a two-year post-high school distributive education program for young men seeking a career in the field of wholesaling. The information is based on actual experience in organizing and operating such a program on an experimental basis on the campus of The Ohio State University for three years, beginning in 1961.

The program was conceived and came to fruition as a result of the cooperative efforts of the Vocational Education Division of the Ohio State Department of Education, the Distributive Education Area of the Ohio Department of Education and The Ohio State University, the National Association of Wholesalers, and the wholesale trade organizations and individual wholesalers in Ohio. Many individuals within these organizations gave valuable assistance through the years.

An important factor in the successful development and operation of the Ohio Wholesale Management Development Program was the outstanding work of the Advisory Committee, organized in 1959. The committee is still active.

The program is under the joint supervision of the Distributive Education Area of the Vocational Division of the State Department of Education and the Department of Education at The Ohio State University.

Three independent evaluation studies have been made of the Ohio Wholesale Management Development Program since its inception. The most recent evaluation, made during the academic year 1963–1964, was executed by a committee representative of the several basic disciplines in the behavioral and social sciences.

The Ohio State University and the State Department of Education take pleasure in commending the value of this program to educational institutions in Ohio as well as in the nation where its unique contribution is needed. Its benefits are apparent to the wholesaler as well as to the young man who selects a career in the field of wholesaling.

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February 1, 1965

INTRODUCTION

Efficient, effective and rapid distribution of goods and services is a key essential in modern business and industry. It is the all important link between the manufacturer and the consumer. The wholesaling industry is a very important and significant aspect of the distribution process.

Wholesalers are continuously confronted with a myriad of new and perplexing problems. Products to be marketed are becoming more demanding in the realm of services, estimates, deliveries, and the like. These and similar trends have confronted the wholesaler with new and complicated personnel problems. Jobs in wholesaling establishments are growing in complexity.[1] Men to fill the jobs are diminishing in number.[2] As a result, wholesalers are seeking new means for developing less costly and new sources for qualified men for midmanagement positions and more efficient ways to train them to fill the positions.

Industry's Need for Qualified Personnel

The wholesaling industry is large and geographically far-reaching. The size of the full function service wholesaler that helps to make up this large industry is small compared to the manufacturing suppliers and to many of the retail establishments. The full function service wholesaler usually operates at one location, without a large number of establishments widely scattered over a large geographical area to aid in the recruitment, testing, selection and training of competent supervisory personnel. These facts help to explain why the need for supervisory trainees in the wholesaling industry is acute.

The independent wholesaling establishment finds itself ill-equipped to compete for the personnel needed to fill the vacancies caused by resignations, retirements, and the rapid industry growth. Therefore, there is a need for a medium for training that will permit the wholesalers, trade associations and educators to cooperate in preparing a unified effort to prepare supervisory personnel for the wholesaling industry.

A single fact, such as an industrial need for supervisory personnel, does not guarantee that an educational program like the Ohio Wholesale Management Development Program by itself will be successful and long lived. There must be willingness on the part of the wholesalers to provide assistance in a structured co-operative training program. Trainable people must also be available. These people must have sufficient interest to explore opportunities offered by this industry.

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[1]Benjamin C. Willis. "Awareness and Action for Progress in Distributive Education." *Theory Into Practice.* (IV:5:December, 1964), p. 183.

[2]Walter F. Carey (President, United States Chamber of Commerce). "White Collars for All." Address given at the Utah Motor Transport Association meeting, Salt Lake City, Utah, October 14, 1964.

Educational Needs

A baccaulareate degree is apparently neither desired by nor suited for all high school graduates who might benefit from additional educational preparation. According to the President's Panel of Consultants on Vocational Education, "only two out of every 10 students now enrolled in grades 1 through 12, will receive a college degree." (Figure 1.) Thus it would appear that many high school students need other avenues to continue their education.

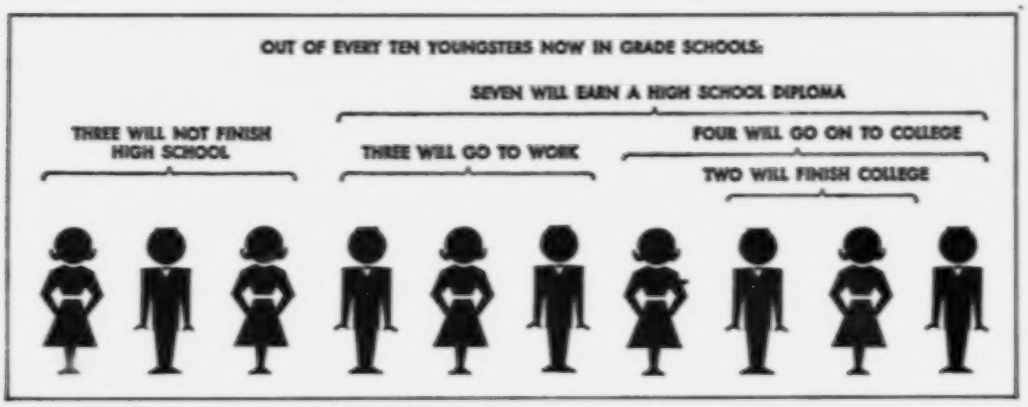

OUT OF EVERY TEN YOUNGSTERS NOW IN GRADE SCHOOLS:
SEVEN WILL EARN A HIGH SCHOOL DIPLOMA
THREE WILL NOT FINISH HIGH SCHOOL
THREE WILL GO TO WORK
FOUR WILL GO ON TO COLLEGE
TWO WILL FINISH COLLEGE

FIGURE 1—Number of Pupils Now in Grade School Who Will be Working or in College by 1970.

To use Ohio as an example, out of every 71 students graduating from high school, only 27 enter college, and only 14 of these graduate from college. This means that out of every 71 high school graduates, 44 must go to work, seek a type of education other than the conventional college program, or be added to the ranks of the unemployed. Many commercial and industrial employers today demand that new employes must have some special preparation beyond high school. Therefore, the large number of high school graduates that do not attend college face a bleak future unless some type of post-secondary education is made available to them.

According to the Census of Business, merchant wholesalers employed just over two million people in 1963. The National Association of Wholesalers estimates that, despite the rapid recent increases in productivity per man hour in the industry, there will be between 60,000 and 75,000 new job opportunities created each year in the wholesale industry between 1965 and 1970. This is in addition to vacancies caused by resignations and retirement.

The designers and administrators of the Wholesale Management Development Program do not present the plan developed in Ohio as a cure for all of the wholesale industry's personnel problems or for all the young men that will not receive a college degree. It is hoped that in some way the program may minimize some of the personnel problems of the wholesaler for locating and training young men for midmanagement positions.

FACTORS DETERMINING OBJECTIVES FOR THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM

In 1959, the State Department of Education wanted to determine the actual interest in the development of a two-year post-high school distributive program for the wholesaling field. This interest was manifested as a result of a request from the National Association of Wholesalers to investigate the possibility of developing a program to prepare young men for supervisory and midmanagement positions. The National Association of Wholesalers agreed to assist in anyway possible in the development of an experimental program in Ohio. Then, the State Department of Education asked The Ohio State University to obtain answers to the following questions:

How far will prospective students for the OWMDP travel?
Will students leave home to work and study?
What should be the length of the terms? Of the course?
Can qualified teachers be located?
Can teachers be trained for other post-secondary programs?
Can a curriculum be developed?
What should be included in the curriculum?
Will wholesalers cooperate with a two-month on-the-job and two month in the classroom type of training program?
Can the proper training be given on the job?
Once a program is developed, can it be initiated in other locations?
What data must be collected to determine how well the program works?
Can the program meet the criteria of flexibility and adaptability?

The Role of the University

The Ohio State University determined that its role was:
To obtain basic data upon which to plan and build a program.
To plan a curriculum for the Wholesale Management Development Program.
To determine the interest of wholesalers in employing students.
To locate students for the program.
To locate qualified teachers for the program.
To train teachers.
To determine the continuing interest of wholesalers in this source of mid-management personnel development.
To determine the interest of students.
To determine whether or not the program is transferable to other educational centers.

Objectives of the Experimental Program

The various agencies cooperating in the development of the program agreed that the program's two major objectives should be:

1. To prepare and equip the student to enter an occupation which is related to his interests and abilities and to help him develop the necessary skills for success in the wholesaling industry.
2. To help the wholesale industry find, train, and retain qualified employes with a potential for promotion into supervisory positions.

ESTABLISHING THE NEED FOR A WHOLESALE PROGRAM

There are two elements necessary in any geographical area where a wholesale management development program is to be successfully established. The first is the sincere interest of the wholesaler and the second is the availability of student enrollment.

Wholesaler Interest

Wholesalers, who are willing, must provide the acceptable number of training stations the first year the program is in operation. Additional training stations in wholesale establishments are needed the second year and enough training stations each year thereafter to employ the enrollees. The administrators of the program cannot expect the original group of employers to continue to employ all of the potential new enrollees each enrollment period. Many of the original establishments will employ their trainee as full-time personnel when the trainee graduates and there will not be additional, immediate openings for any other trainees in that firm. The loss of training stations will also develop for other reasons. Therefore, new training stations must be recruited continuously.

A combination of person-to-person surveys, group meetings, and direct mail is a good way to determine the interest of the wholesalers. The program coordinator should have a list of the wholesale establishments in the area as well as the name of the men who control the policies of the business organizations. It is usually advantageous if the original contact is made with the president or manager of the company. The decision to cooperate with this type of training program is a major one and must come from top management.

The list of wholesalers that will be needed for the survey contacts may be obtained from several sources. The National Association of Wholesalers can provide valuable assistance. Other sources are the membership lists of wholesale trade associations, local Chambers of Commerce, and the classified section of the telephone directory.

The information that is desired from the survey may vary from area to area and state to state. The survey should provide information about the number of full-time employes in each establishment that is interviewed, the number of part-time employes, the number of new employes hired during the past year, the number of potential employes needed for the next two years, the different jobs performed in the company, its expected employment needs, its employment objective for next year, and even five years from now. The central question always is: Will the company employ student enrollees?

The interviewers give information as well as get information. For example, the interviewers must be sure that the wholesaler being interviewed understands the operation of the wholesale program as well as the responsibility that his company will assume when it employs students enrolled in the program.

A comprehensive list of wholesalers is highly desirable; however, the number of surveyors and amount of time available for the survey will be limiting factors in covering all wholesalers. Questionnaires mailed to wholesalers will substantially increase the coverage. Another means of reaching a larger number of wholesalers is to call a meeting of those

wholesalers representing various commodity lines. It is important that the contacts made represent as many as possible of the commodity lines merchandised in the area to be served.

Student Enrollment

The second important element is student enrollment. In the pilot program in Ohio, approximately 40 per cent of the students who applied for admittance to the program were accepted, but for some reason or other about 10 per cent did not enter the program. Thus, 110 to 160 applications are necessary to meet the enrollment requirements of 40 to 60 students at each enrollment period.

While there are several sources of enrollment for a post-secondary program, the majority of the enrollees will come from the high school graduating classes in the area being served. The administrators of the program will do well to keep in close touch with the counselors, principals, and superintendents of the schools in the area. Guidance counselors appear to be the key persons for disseminating information about the WMDP program to high school graduates.

Although it is acknowledged that there are sufficient numbers of people that could use and benefit from this type of educational experience and preparation, it is necessary for the students to be fully informed about the program before they can receive maximum benefit from it. A survey, much like the one used for the wholesalers, may be conducted by the State Department of Education and the Advisory Committee to determine the possible enrollment for a wholesale management development program.

Another source of enrollment is the returning serviceman. Former servicemen made up approximately 10 per cent of the enrollment of the pilot program conducted at The Ohio State University. The college drop-out many times may also benefit from this type of education. The reasons for persons dropping-out of college often include other factors than the lack of ability.

When all data is gathered, it will be necessary to evaluate the data to determine whether or not there is truly a need for a wholesale management development program.

WHOLESALE ADVISORY COMMITTEE

The Wholesale Advisory Committee is a valuable asset to the administrator of a cooperative program. An Advisory Committee can discover, foresee, and overcome problems in the wholesale industry of which the administrators would have little knowledge.

If properly selected, members of an Advisory Committee are many times able to reduce difficult tasks and provide information that might not otherwise be available.

Scope of the Advisory Committee

Advises and recommends. The function of the Advisory Committee is to advise and recommend to the administrators of the wholesale program.

Not a policy and decision making body. The Advisory Committee is not a policy and decision making body. The advice and recommendations of the Committee to the administrators are very important but the

administrators are ultimately responsible for all of the policies and decisions that are adopted and must daily enforce them.

Administrator should consult committee. An administrator of a wholesale program should consult the Advisory Committee when a problem presents itself and there is not a ready-made policy to determine a solution.

Suggestions and recommendations should be considered. An administrator facing a major problem should present that problem to the Advisory Committee. Their suggestions and recommendations should be considered before the administrator arrives at a solution. This will accomplish two basic things. It will allow many ideas and solutions to be presented that the administrator would not have been aware of. And, it will not place all of the responsibility of major decision making on one person or segment of the wholesale program.

Characteristics of the Wholesale Advisory Committee

Acceptance of recommendations. The degree to which the recommendations of the Advisory Committee are accepted tends to be related directly to the size of the Committee and the ability and prestige of its members.

Recommendations of the Committee. The larger the size of an Advisory Committee, the more it should limit its activities to the development of broad suggestions rather than to detailed recommendations.

Effectiveness of the Committee. The effectiveness of the Committee is related directly to the ability of its chairman to secure group thinking.

Objectivity of members. The effectiveness of the Committee tends to be related to the ability of its members to be objective in their consideration of the facts and opinions placed before them.

Actions of the Committee. The soundness of the suggestions developed by the Advisory Committee tends to be related directly to the ability of the members, the extensiveness of the factual information available for Committee consideration, and the extent to which Committee policies are based upon both factual information and the judgments of persons who possess the greatest knowledge of the matter under consideration.

Should act as a sounding board. The Advisory Committee should act as a sounding board when the idea of a cooperative wholesale program is first introduced. If the members are receptive to the presentation their next duty will involve making recommendations for the basic policy structure that will guide the administrators of the program until the full Advisory Committee is formed.

Duties of Pre-Planning Committee

A pre-planning committee should be organized first. The program director, in consultation with the state supervisor of distributive education, and The National Association of Wholesalers select and invite well-known respected wholesaling people to form the committee. This committee will find out how much support may be expected from the wholesale industry.

The committee is a small group, usually five to nine people. There should be one member representing the trade associations and one member from the educational institution where the program will be located. Other members should be selected from different parts of the geographical region the program will serve and should represent the major product lines prevalent in the region. Each member of the pre-planning committee should have a deep conviction that this type of program will be a great benefit to the wholesaling industry. He should know that the first period of planning and research will take a large amount of his personal time and that some of the resources of his establishment will be needed.

In determining the amount of interest in the program, the pre-planning committee must find out if there is an adequate number of training stations to absorb the number of students enrolled in the program. This interest must be definitely determined before any major commitments are made to the program. If the members of the pre-planning committee represent different product lines, geographic areas, and are well-known in the wholesale industry, they will be able to accomplish this task with dispatch.

The committee should recommend the qualifications for the program's instructor-coordinator. Committee members may also assist by interviewing the individuals being considered for the job and making their preference known to the administrators of the program.

A final contribution of the pre-planning committee is to arrange for the recruitment and establishment of a full-size advisory committee that will recommend the policy structure and provide the advisory guidance for the administration of an active program.

Formation and Duties of the Advisory Committee

During the introduction and examination of the idea of a cooperative wholesale program, the number of members on the pre-planning committee should necessarily be small. But at this stage a large number of interested people are needed. Fifty people representing wholesale establishments, trade associations, the state department of education and the university worked together to good advantage in the pilot program.

It has already been stated that the pre-planning committee should select, invite, and verify the membership of the full advisory committee. It will be advantageous to have letters from the following: a representative of the pre-planning committee, a member of the distributive education division of the State Department of Education, the head administrator of the institution where the program will be located, and the executive secretary of the commodity trade association. The invitation should give a brief description of the program and the duties of the members of the committee. A follow-up call from a member of the pre-planning committee should be made to answer questions the prospective member might have and to determine whether or not he will accept the invitation.

Members of the Advisory Committee will seldom meet as one group except at the organizational meeting, and thereafter only once or twice a year. At the organizational meeting, the permanent chairman of the Advisory Committee is introduced. Careful consideration must be given in choosing the chairman. He will have to spend a great amount

of time coordinating the various sub-committees that will be formed from the members of the Advisory Committee. He will need to possess leadership and administrative abilities. It would be advisable for a group of three or four names to be presented to the full committee for a vote. Because of the need for many personal contacts between the chairman of the Advisory Committee and the program's administrators, the chairman should be located in the same community as the program.

During the organizational meeting, a full description of the wholesale program is given. Everything possible should be done to assure complete understanding of the objectives of the wholesale program. The different areas that will need special attention should be emphasized and sub-committees appointed to investigate and report on them. Suggested sub-committees are steering, curriculum, budget, student selection, and industry relations.

Duties of the Sub-Committees

Steering committee. The chairman of the steering committee should be the person established as the chairman of the Advisory Committee.

The duties of the steering committee are to coordinate the activities of the other sub-committees. It acts as a clearing house for information and channels information to the sub-committees that might use it. It is advisable for a member of this committee to attend each sub-committee meeting to facilitate this coordination.

Budget committee. This committee suggests to the administrative body how the funds should be budgeted.

Student selection committee. This committee will be one of the larger committees, especially if one wholesale program serves the entire state. The members should represent the different geographical areas from which the students will be drawn. They contact all high schools in their areas and inform counselors about the program. They are the main sources of information to anyone within their areas.

When the time comes to screen and accept applicants for the program, the members of this committee serve on the interview group and they locate other wholesalers from their areas to assist them. A more descriptive enumeration of the activities may be found under the suggested standards for student selection.

Industry relations committee. This committee concerns itself with informing the wholesale industry about the program. It works with the program's coordinator to help locate training stations and serves as a medium to pass on developments and information to all interested parties in the wholesale field.

The sub-committees continue to function throughout the life of the program; however, their need for many meetings held close together will decrease. Some sub-committees will find it necessary to meet only once a year. If problems are presented that demand the attention of a specific sub-committee, the chairman of that sub-committee is notified and a meeting is called.

A meeting of the full committee is held once a year.

ADMINISTRATION

Location of the Program

There will probably be several possibilities for the location of the program. The representatives of the State Department of Education and the Advisory Committee are responsible for selecting the proper institution. Advantages and disadvantages of possible locations for the program should be carefully weighed.

University or college. The advantages of locating the program on the campus of a four-year university are:

The prestige of a four-year university.
The physical facilities that are available.
The quality of personnel available for part-time instructors.

The disadvantages are:

Unless the university already has a two-year non-credit program, the faculty of the university may be reluctant to accept one.
Many students become dissatisfied when constantly exposed to other students doing the same type of work and receiving credit.

Board of education. The advantages of operating a program under a local board of education are:

Many of the enrollment problems will probably be less. The high school principal and counsellors will consider that enrollment is now their responsibility and a great deal more cooperation may be forthcoming.
A two-year post-secondary program may already be in operation.
Business people may be more willing to sponsor a program that is located in their immediate community.

The disadvantages of having a program operated by a local board of education are:

Some post-secondary programs are located in portions of high school buildings. The post-secondary program must operate on its own and must be built on a reputation of being on the 13th and 14th year level or freshman-sophomore college level. This is difficult to do in the atmosphere of the secondary school.
The physical facilities are often not desirable.
When the program is established in a technical school, the philosophy is different from the marketing concept. Manual skills are emphasized in the technical institute; therefore, it is necessary to educate the technical people to this philosophy.

The community college. The advantages of the community college are:

Much of the prestige of a university is carried by a community college.
Post-secondary programs related to marketing are sometimes already established; therefore, it is not necessary to educate the personnel to the philosophy of this type of program.
The physical facilities are normally good in a community college, especially one that is well established.

The disadvantages of a community college are:

Many times the community college does not want the supervision from the State Department of Education or other sources of funds. Some community colleges are oriented toward the transfer student and do not want the terminal-type program.

Technical school. The technical school is usually sponsored by the State Division of Vocational Education. Many of the advantages and disadvantages of a community college also apply to the technical school. Technical schools have usually been oriented toward the mechanical skills and the so-called industrial skills; however, it appears that the curriculum is being broadened to include all vocational education programs.

Wherever the program is located the administrators must recognize the need for continually improving the image when working with the people involved in making decisions about its place in the institution and its ultimate growth.

Functions of Personnel in Pilot Program

The functions performed by the various people connected with the pilot program are:

Person	*Function*
State Supervisor of Distributive Education	*Provides funds for salary of coordinators, some travel funds, part-time secretary and equipment*
Chairman, Department of Education, Ohio State University	*Provides classroom space, office space, supervision of program*
Teacher Educator Instructor— Coordinator	*Program director, supervision of program, planning Administrative details, selection and supervision of instructional staff, supervision of students, some teaching, on-the-job coordination*
Wholesaler	*Provides jobs which meet specifications established by advisory committee and the OWMDP administrative staff*
Student	*Attend school two months and then works two months, for a total period of two years*

Financing the Program

The program as it was developed in Ohio was organized at The Ohio State University as an experimental program. The program is under the joint supervision of the chairman of the department of education at The Ohio State University and the state supervisor of distributive education of the State Department of Education.

Funds for the Ohio Wholesale Management Development Program come entirely from two sources, the Distributive Education Division of Vocational Education and the tuition paid by the enrollees. The Ohio State University provides classroom and office space, accounting services, supervision and the normal student services.

The student tuition is deposited in a rotary account which is drawn upon through regular university procedures. A monthly report is made to the state supervisor of distributive education. This money is used basically for the salaries of the part-time instructors in the program, 50 per cent of the salary of a full-time secretary, in-city travel expenses for the instructor-coordinator not covered by the State Department of Education, telephone expenses and office supplies.

Budget. Among items which will probably be included in the budget are:

Part-time instructors
Equipment
Travel (by the director and instructor-coordinator)
Secretary and extra secretarial and clerical help for special needs
Allotment for space
Telephone service, including long-distance calls
Supplies such as paper, stationery, postage
Printing
Teaching materials and aids
Employer-employee banquet
Visiting instructors (salary and/or travel)

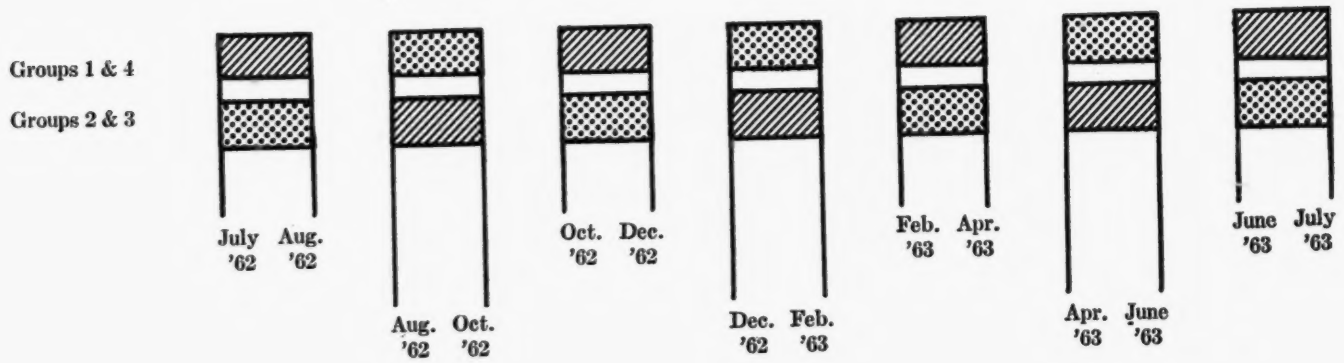
Salaries. The tentative salary scale for part-time instructors is as follows:

A person with a Bachelor's degree and no teaching experience in the area to be taught receives $6.50 per in-class hour.
A person with a Bachelor's degree and one year of teaching experience receives $7.50 per in-class hour.
A person who has a Master's degree receives $8.50 per in-class hour.
A person with 45 hours beyond his Master's degree receives $9.50 per in-class hour.

Equipment. In addition to tables and chairs, some special equipment is necessary such as display areas and equipment, a cash register, office machines, and various audio-visual aids.

Time schedule. The schedule for in-school and at-work sessions for the period July, 1962, to July, 1963, is shown on the following page (Figure 2). On the time schedule of the pilot program, students attend school at The Ohio State University two months and then work two months at their respective training schedule. In most instances the students are paired at one wholesale establishment (while one was in school, the other was working.) After three years it is the consensus of those in charge that the rotation plan should coincide with the time schedule of the cooperating institution (in the case of the OWMDP it would be the quarter system—in another institution it might be the semester plan). Instructors could be secured more readily and probably the longer period on the job and in the classroom would have provided more depth in study as well as at work.

OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM
Time Schedule, July 1962 to July 1963



Groups 1 & 4

(S) September 26, 1961—November 15, 1961
(W) November 20, 1961—January 13, 1962
(S) January 17, 1962—March 7, 1962
(W) March 12, 1962—May 7, 1962
(S) May 9, 1962—June 27, 1962
(W) July 2, 1962—August 25, 1962
(S) August 29, 1962—October 17, 1962
(W) October 22, 1962—December 15, 1962
(S) December 19, 1962—February 6, 1963
(W) February 11, 1963—April 6, 1963
(S) April 10, 1963—May 29, 1963
(W) June 3, 1963—July 27, 1963

School (S)

Groups 2 & 3

(S) November 20, 1961—January 10, 1962
(W) January 15, 1962—March 10, 1962
(S) March 14, 1962—May 2, 1962
(W) May 7, 1962—June 30, 1962
(S) July 5, 1962—August 22, 1962
(W) August 27, 1962—October 20, 1962
(S) October 24, 1962—December 12, 1962
(W) December 17, 1962—February 9, 1963
(S) February 13, 1963—April 3, 1963
(W) April 8, 1963—June 1, 1963
(S) June 5, 1963—July 24, 1963
(W) July 29, 1963—September 18, 1963

Work (W) ..

FIG. 2. Time Schedule: July, 1962, to July, 1963.

In-school class schedule. The hourly schedules of classes in the pilot program is on the same basis of regular university classes. A sample in-school class schedule appears on the following page (Figure 3).

IN-SCHOOL CLASS SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	#1 Management	#2 Business Commun.	#1 Management	#2 Business Commun.	#1 Management
9:00	#1 Wholesaling #2 Salesmanship	#2 Business Commun.	#1 Wholesaling #2 Salesmanship	#2 Business Commun.	#1 Wholesaling #2 Salesmanship
10:00	#2 Business Math	#2 Case Study	#2 Business Math	#2 Case Study	#2 Business Math
11:00	#2 Marketing	#2 Case Study	#2 Marketing	#2 Case Study	#2 Marketing
12:00	#1 Business Law	#1 Business Law	#1 Business Law	#1 Business Law	
1:00	#1 Accounting		#1 Accounting		#1 Accounting
2:00	#2 Economics	#1 Business English	#2 Economics	#1 Business English	#2 Economics
3:00	#2 Introduction to Business		#2 Introduction to Business		#2 Introduction to Business

All courses are designed for young men who plan to make a career of wholesaling. Students take 19 hours of classroom work a week. #1 is the first year group and #2 is the second year group.

FIG. 3. In-School Class Schedule.

STAFF

Qualifications of Instructor-Coordinator

As soon as the decision is made to establish a program, the instructor-coordinator should be employed. Ideally, the instructor-coordinator should be on the job at least six months before classes begin.

Successful work experience in a distributive occupation, a Bachelor's degree in either business administration or distributive education and some teaching experience are necessary. Desirable qualifications include experience as a distributive education coordinator, a Master's degree in business or distributive education and experience in the wholesale field.

Qualifications of Teaching Staff

Unlike primary and secondary education, no formal list of qualifications is available for instructors for post-secondary education. This is not to say that the standards and qualifications should not be developed; they need to be.

In The Ohio State University program two things were considered when looking for a prospective instructor—his knowledge of the subject for which he was employed to teach and his knowledge of various areas of business.

Source of Instructors

Instructors were drawn from a pool of graduate students in the business organization department of the Ohio State College of Commerce. Fortunately, the people considered for the job had not only the academic background but, in most cases, practical experience in the business field.

There are other sources of instructors, such as business people with a desire to teach, former servicemen with teaching experience who desire a teaching career and some high school teachers.

Teaching Load of Instructor-Coordinator

At the beginning of the pilot program, it was felt that the instructor-coordinator would teach at least six of the subjects. This proved to be impracticable both from the standpoint of time as well as the ability of the individual. Even though it might be possible to find individuals capable of teaching four to six different subjects, it would neither be fair to the students nor to the coordinator. The students would be limited to one point of view in all classes, and the amount of preparation time would be unduly heavy for one person. It would be advisable for the instructor-coordinator to teach at least one subject so he can get acquainted with the students.

Maintaining Standards of Instruction

Maintaining quality instruction at the 13th and 14th year level presents a problem. Graduate student instructors had difficulty in bringing the level of instruction down to freshman-sophomore university level. On the other hand, in the limited experience of the pilot program with high school teachers as instructors, it was found that these people had a difficult time teaching at a level appropriate to the 13th and 14th years. Therefore, it is necessary to work continuously with instructors to assure that the proper level of instruction is maintained.

Class size should be somewhere between 15 and 30. When enrollment of each class reaches 30, two sections of the subject should be provided for the enrollment.

PROMOTION

The amount and type of promotion of any post-secondary program depends to some extent on the educational background of the area where the program is to be developed. In a state that has not worked with community colleges or other forms of post-secondary education, the promotion will be more difficult than in a state that is acquainted with these provisions for education. In an area that is experienced in post-secondary education, the people promoting a wholesale management development program will not have to introduce the new concept to the entire population. But it will be necessary to work continually with the three major areas that supply the components of the program: the people that will direct the enrollees to the program; the wholesalers that will provide the training stations; and the educational institution that houses the program.

Suggestions made here will help introduce the program where post-secondary education is unknown as well as provide guidelines for continuous promotion. The instructor-coordinator has the task of describing the unique characteristics of post-secondary education. It is not an easy task.

Promotion of the program will be only one of many responsibilities of the instructor-coordinator. He must use all of the tools he can muster in the accomplishment of this important job.

Assistance by Various Groups

The Advisory Committee. The members of this committee will already be well acquainted with the program. With the guidance of the instructor-coordinator, they should be able to tell the story to every trade, civic and professional group of which they are members. The instructor-coordinator sees that each member of the committee is provided with promotional literature. Suggestions for the contents of this literature will be made in following paragraphs. The coordinator should expect to receive aid from the members of the Advisory Committee in obtaining speaking engagements.

Commodity line trade associations. Most of the trade associations have publications that are distributed to their members. The editors of these publications are always looking for news items that will be of interest to their readers.

The National Association of Wholesalers will be very cooperative in helping acquaint its membership about the program via newsletters, group meetings and personal contact.

Local newspapers. The local newspapers will also welcome a news release about a new medium of education.

Local high schools. Every high school in the area should be contacted by the instructor-coordinator in person if possible. He should become well acquainted with school superintendents, high school principals and high school counselors. The high school counselor must be informed about the program and must understand and accept it. In every high

school there are students that can benefit from this type of education, and the high school counselor holds the key to getting information about the program to these students.

High school counselors can assemble students who indicate interest in this type of education and the instructor-coordinator is invited to explain the program to them. When such a meeting takes place, the instructor-coordinator will help his cause if he invites a local wholesaler to accompany him and speak briefly to the students about the opportunities in the field of wholesaling. This also reassures the counselor when he sees a local wholesaler interested in the program.

Prospective training stations. The instructor-coordinator must spend a great amount of time when the program is first introduced working with prospective training stations. Once again, the Advisory Committee should be of great assistance in developing and enlarging this group of wholesalers. However, the coordinator will find that he must personally contact each interested wholesaler and explain the program.

Promotional Activities

Employer-employe banquet. The annual employer-employe banquet serves as a culminating activity for the school year. Basically, the banquet is a gesture of appreciation to the employers; therefore, it is solely the responsibility of the students to plan, finance, and carry out the necessary arrangements. The banquet requires the utmost in cooperation on the part of all concerned: students, administrators, teachers, and employers. It provides the appropriate setting for mutual expression of satisfaction, admiration, and congratulations for a successful year concluded.

One of the highlights of the evening is the open displays of merchandise prepared by the students. These commodity line displays represent every wholesale company participating in the OWMDP. Students from each company are responsible for constructing one display for each company. The space is limited to the top of a $3' \times 6'$ table. The displays surround the room and add a distinctive touch to the occasion. Guests are invited to tour the displays before dinner. Three judges select the two outstanding displays on the basis of principles of display studied during the year.

A student master of ceremonies presides. The students introduce the guests, employers, parents, wives, and others. One of the students speaks on behalf of the class and expresses the gratitude of the OWMDP students for the support provided by the wholesalers in the past year. Awards are made to those students whose commodity line displays were judged as the best. The final highlight of the evening is the guest speaker. Minutes after the conclusion of the banquet, the graduation begins in a nearby auditorium.

Graduation. The graduation of the OWMDP students, with its pomp and circumstance, provides a most impressive experience. Appropriate organ music accompanies the graduating students as they walk down the aisle to the front of the auditorium.

The participants on stage are: a minister, state supervisor of distributive education, head administrator of the OWMDP, coordinator of the OWMDP, graduation speaker, and a representative of the National Association of Wholesalers.

During the evening, academic achievement awards are given to those two students with the highest honors based on accumulative point hours. After this event the graduating class receives their diplomas, are congratulated by the on-stage participants, and then they are presented to the audience.

The graduation exercise, due to the attention to details (quality of the diplomas, participants, etc.) and the excellent facilities of the auditorium, creates a superior ceremony of the highest order which each graduate can remember with pleasure and great satisfaction.

Promotional Materials

Direct mail is a good companion to personal contacts. A minimum of one mailing a year was made to each high school in the area the pilot program served. Included in the mailing was a personal letter, a description of the program, several application blanks, several student brochures, and a form that, when returned, invited the instructor-coordinator to visit the school and speak to a group of interested students. The mailing should be made late in September or the first part of October so the counselors may work it into yearly time schedules.

Another direct mailing was made to the college drop-outs. A list of these people may usually be obtained from each college in a university. This mailing would include a personal letter, a student brochure, and an invitation to call or write the instructor-coordinator's office for more information or an appointment.

Finally, a Fact Sheet was prepared (Figure 4). The sheet included pertinent facts about the program. This sheet proved to be an effective promotional tool. It can be read quickly. Copies are distributed freely to interested groups.

FACT SHEET

1. The Ohio Wholesale Management Development Program is an experimental pilot program jointly sponsored by the National Association of Wholesalers, the Ohio State Board of Education, and The Ohio State University.
2. The purpose of this program is to develop a vehicle to train young men for responsible jobs in the field of wholesaling.
3. The program is designed to cover a two year period of time (a full 24 months). One-half of the time is spent on the job and one-half is spent in the class room.
4. The students are divided into two groups. One group is placed on the job; the other group is assigned to the class room. The two groups change places at the end of each two month period.
5. By the time the students finish the program, they will have completed the study of eleven subjects pertaining to wholesaling and one year of on-the-job-training.
6. The Ohio Wholesale Management Development Program has an enrollment of fifty-eight students, training in twenty-six Ohio wholesale establishments.
7. The Management Program has a staff of one Director, two Instructor-Coordinators, three part-time Instructors, two graduate students working on course development, and one secretary.
   Director: (List Names)
   Instructor-Coordinators: (List Names)
   Part-time Instructors: (List Names)
   Graduate Students working on course development: (List Names)
8. The offices of the staff of the Ohio Wholesale Management Development Program are located at ———————————— .
9. The class room is located at ———————————— and is in use 37 hours per week, 12 months a year.

FIG. 4. Fact Sheet—Ohio Wholesale Management Development Program.

PROMOTIONAL MATERIALS

Promotional materials which were found valuable in the pilot program are shown on the pages which follow:

Statement of interest form, Fig. 5.
Letter to senior boys counselor, Fig. 6.
Follow-up letter to senior boys counselors, Fig. 7.
Letter to DE coordinators, Fig. 8.
Letter to college dropouts, Fig. 9.
Direct-mail letter to prospective students, Fig. 10.
Letter of acknowledgment to applicants, Fig. 11.
Letter requesting information about applicant, Fig. 12.
Personal reference reply form, Fig. 13.

SPECIMEN

STATEMENT OF INTEREST FORM
OHIO WHOLESALE MANAGEMENT & DEVELOPMENT PROGRAM

TO: Ohio Wholesalers Advisory Committee
Ohio State University
1945 N. High St.
Columbus 10, Ohio

Will you please have the OWMDP instructor-coordinator call on us at his convenience in order that we may explore the possibility of participating in this program.

Signed _____ Title _____

Firm Name _____ Telephone Number _____

Address _____ City _____ State _____

FIG. 5. Statement of Interest Form.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

TO: Senior boys counselor

SUBJECT: Ohio Wholesale Management Development Program

Dear Counselor:

The Wholesalers of Ohio are looking for young people who can assume responsible jobs in the field of wholesaling. The State Department of Education through the Distributive Education services now have a plan for training men for positions of leadership in the wholesale industry. The training program is being conducted by the distributive education staff under the direction of Dr. William B. Logan, on the campus of The Ohio State University, Columbus, Ohio.

This program offers an opportunity for the student to prepare for a career in wholesaling. It is a program through which he can learn by doing and at the same time learn and study about what he is doing.

We are now accepting applications for the 1963–64 school term. Those interested in enrolling should fill out the enclosed application form and return it to the Ohio Wholesale Advisory Committee, The Ohio State University, Columbus, Ohio 43210. Upon receipt of this application form, information regarding this enrollment will be forwarded to them.

If you have students who are interested in this program we would be glad to talk with them here at the University, or if there is a group of boys interested, it could be arranged for a member of the staff to talk with them at the high school.

Enrollment is limited to eighty (80) students so they should return the application form as soon as possible.

Sincerely,

(Signed)

Instructor-Coordinator

FIG. 6. Letter to Senior Boys Counselor.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

Dear Senior Boys Counselors:

You recently received information describing the Ohio Wholesale Management Development Program being conducted at Ohio State University. Much of the success of this program can be attributed to the manifestation of interest and support of the high school counselors in the state. You have informed boys about the program, assisted us in establishing a contact with those who are interested, and then provided us with information about them. This assistance has been of inestimable value to us and to the boys.

We would like to inform you that we have received a larger number of applicants to date than we had anticipated. We have already filled 50% of the enrollment openings for the class which will begin in July.

We believe that some boys may be waiting until the latter part of the school year to send in their applications. Will you urge these boys to place their applications in the mail as soon as possible, so that they can be screened for placement.

I am enclosing a self-addressed postcard. Will you please answer the questions and return it to me. It will help us to do a better job in keeping the high school counselors of Ohio informed about new educational opportunities for high school graduates.

Sincerely,

(Signed)

Director of Distributive Education Institutes
WBL/jm

FIG. 7. Follow-up Letter to Senior Boys Counselors.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

TO: OHIO DE COORDINATORS

FROM: Director, Ohio Wholesale Management Development Program

SUBJECT: WANTED—Students who are or would be interested in this training program.

DE Coordinators:

I know you are busy preparing for the coming year. I don't want to take a lot of your time, but maybe you might be able to help some former student start a career in the wholesaling field.

The Ohio Wholesale Management Development Program needs fifteen good potential Wholesale Management trainees. The deadline for the coming year is October 22, but they will need to start the screening process a few weeks before then.

As you know, this is a two year program with the trainee being in school at Ohio State University every two months and working at his training station the rest of the time.

The staff for this program has now grown to two full-time instructor-coordinators, three part-time instructors, and one full-time secretary. You can see that we have the staff to accommodate and to work with these people. The tuition is two hundred fifty dollars ($250.00) per year.

If you know of any students who might be interested in the field of wholesaling please talk with them about this program or give us their name and address and we can contact them.

I know you will have a most happy and prosperous year. Thank you for your cooperation in this project.

FIG. 8. Letter to DE Coordinators.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

I would like to call to your attention the Wholesale Training Program developed in 1961, and now being conducted at Ohio State University. This program is a non-baccalaureate degree credit course. It is a two year program designed to train young men in the field of wholesaling. Because it is a cooperative program, you have the opportunity to earn while you learn. The students who are enrolled work in a training occupation 50 per cent of the time they are in the program.

It has been called to my attention that your educational process has been interrupted. There are many types of advanced education and none of them will fulfill the needs of everyone. You have already expressed a desire for education beyond the high school. It is generally agreed that cooperative education is a practical and interesting method of education. May I suggest that you study the enclosed brochures and determine if it would meet your need.

Answers to more specific questions can be obtained by writing to:
Director, Ohio Wholesale Management Development Program
1945 North High Street
Ohio State University
Columbus, Ohio 43210

Sincerely,

(Signed)

, Director
Wholesale Management Development Program

FIG. 9. Letter to College Dropouts.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

A new two-year program designed to train young men for the field of wholesaling is now being offered at Ohio State University. The program includes formal and practical education. The enrollee is in school one-half of the time and works one-half of the time while he is in the program.

Applications for enrollment are being accepted now for classes that will begin July 31 and September 25. A certificate of completion is granted after the student satisfactorily completes the program. The certificate is jointly presented by The Ohio State University, The Ohio State Department of Education, and the National Association of Wholesalers.

There are many types of advanced education, none which fulfills the needs of everyone. You have already expressed a desire for education beyond the high school. For many young men cooperative education provides the necessary motivation needed by them. Because of this you might want to study the enclosed brochure and determine if cooperative education will be of benefit to you.

If you have specific questions, please write to me.

Sincerely,

(Signed)

, Director
Ohio Wholesale Management Development Training Program
WBL/jm

FIG. 10. Direct-mail Letter to Prospective Students.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

We are pleased to receive your application for the Ohio Wholesale Management Development Program. We will write to the people you have listed as personal references.

It will take approximately ten days to compile your personal file. You will be notified as soon as it is complete.

Cordially yours,

(Signed)

Instructor-Coordinator

LWL:chm

Enc.

FIG. 11. Letter of Acknowledgment to Applicants.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

Your name was listed on the application form of as an individual who would be able to give us information about him. He has made application to become a student in a new two-year, post-high school, cooperative program offered by the Distributive Education Service at The Ohio State University for men interested in a career in wholesaling.

I have enclosed a "Recommendation Form" to help you in preparing your statements. There is a list of items on the form which you may use as a guide. Specific examples of this person's work or relationships with others will be appreciated.

Sincerely yours,

(Signed)

Director

Ohio Wholesale Management Development Program

WBL/jm

FIG. 12. Letter Requesting Information about Applicant.

SPECIMEN

RECOMMENDATION FORM

THE OHIO WHOLESALE MANAGEMENT DEVELOPMENT PROGRAM
DISTRIBUTIVE EDUCATION SERVICES
THE OHIO STATE UNIVERSITY

Applicant's Name_____

Recommendation by_____

Give your impressions of the applicant in regards to:

Personal Recommendation	Business Recommendation
Temperament and disposition	Temperament and disposition
Moral character	Work habits
Social bearing	Assuming responsibility
Managing personal affairs	Maturity
Maturity	Managing personal affairs
Outstanding characteristics	Outstanding characteristics

General Evaluation

Temperament and disposition
Social bearing
Maturity
Academic ability
Managing personal affairs
Outstanding characteristics

FIG. 13. Personal Reference Reply Form.

CLASSROOM INSTRUCTION

The curriculum of the pilot program was developed to give the student information that would be advantageous to him in the business world. The curriculum planners did not expect to make specialists of the students in any one subject.

Curriculum Content

Because of the many product lines represented in the class, specific information about receiving, inventory, and shipping procedures on specific products could not be taught in the classroom; however, the technical information as it related to the wholesaling industry was presented. Twelve subjects made up the curriculum throughout the two years the student was in the program. The student was in the classroom for three two-month sessions each year. Each subject was divided into three parts. A three-month in-school and a three-month on-the-job schedule is probably equally if not more desirable. The OWMDP Advisory Committee approved such a schedule for the expansion of the program in Ohio.

First-term courses. The subjects taught the first year included introduction to business, marketing economics, business math, business English and salesmanship. The introduction to the business course was designed to give a description of business, to develop an awareness of the economic framework that constitutes our capitalistic system and to increase the students business vocabulary. The course also introduced business personnel, finance, managerial controls and business laws regulating industries and taxation.

The marketing course was an introduction to marketing terms, functions, and an insight into the retailing and wholesaling structure and a functional analysis of marketing with time spent on marketing policies.

The economics course consisted of an introduction to economics as well as the standard exposure to economic terms and theories.

The business mathematics course gave the student a foundation of the basic mathematics needed in business with emphasis on successful methods, speed, accuracy, and with stronger emphasis on markup and markdown. Although the student knew the theory of how to add, multiply, subtract, and divide, accuracy was a serious problem. In many math courses, learning the theory is stressed with accuracy taking second place, but in the pilot program accuracy was stressed as one of the most important parts of the course. Examples of the necessity for accuracy in business include emphasis on invoicing, pricing, and making change.

The English course was a grammar course. It was found that the students proficiency was extremely poor in putting his thoughts on paper or composing a correct business letter or memo.

The sales course introduced the personal and economic aspects of selling, an overview of what is necessary for a person to be successful in selling, and a point by point observation of the steps of a sale with an introduction to industrial and wholesaling selling.

Second-term courses. During the second term of the program, the subjects were more difficult. In some cases, the first term courses were prerequisites.

The marketing course was expanded. Emphasis was put on scientific management the importance of wholesaling in the American economy.

The communications course utilized the knowledge gained by the students in Business English and was designed to help them become proficient in business letter writing, report writing and public speaking.

The accounting course was not designed to produce accountants. It was designed to introduce the student to accounting procedure and to allow him to put his accounting skills to practical use. He was forced to make managerial decisions based upon the accounting reports used in business.

The management course gave the wholesale student a realistic overview of principles and practices of management, and an insight into the psychological area of management.

Business law provided a study of the legal framework of business, government regulations, trust, and insurance.

The case study course provided the keystone of the instructional program. As a part of the course, the managers of the wholesale firms represented in the program were invited to discuss in class the topics included in the course. This and a variety of other activities permitted the students to coordinate the training they had received on the job and in the classroom.

Other Courses. Other courses tried out in the pilot program included a machines course in which instruction was given on basic typing, the ten-key adder, multi-key adding, and the calculator. Many wholesalers thought this was an extremely valuable course. However, the physical facilities were not available to the program and the course was dropped. A course in public relations would be very beneficial in the curriculum. Consideration should be given to courses not included in the Ohio program and the curriculum should be continually upgraded.

No Electives Offered

The pilot program curriculum provided no flexibility. The students took all courses. No electives were available. It was necessary for the curriculum to be a specific one. A flexible curriculum, however, would be desirable where possible, permitting the student to have one or two electives each year. Like other phases of the pilot program, the curriculum was experimental.

Level of Instruction

The level at which the courses are taught must be emphasized. The curriculum must be kept on the 13th and 14th year level of advanced courses—not high school courses. One of the major criticisms of the many post-secondary educational programs is that they are remedial or glamourized or warmed-over high school courses. In order that the curriculum of the wholesale program be maintained at the proper level, the courses must be continually held at the 13th and 14th year level and in some instances even higher.

Textbooks Used

The textbooks used in the first-year courses were:

Beckman, Theodore N. and Davidson, William R. *Marketing.* New York: The Ronald Press Co., 7th Ed., 1962.

Dodd, J. Harvey and Hailstones, Thomas J. *Economics—Principles and Applications.* Cincinnati: South-Western Publishing Co., 1961.

Glos, Raymond E. and Baker, Harold A. *Introduction to Business.* Cincinnati: South-Western Publishing Co., 5th Ed., 1963.

Guthrie, John A. *Economics.* Homewood, Ill.: Richard D. Irwin, Inc., 1961.

Hanna, J. M. and Walker, A. L. *College Business Mathematics.* H. M. Rowe Co., 1960.

Kirkpatrick, Charles A. *Salesmanship.* Cincinnati: South-Western Publishing Company, 3rd Ed., 1961.

McNaughten, Wayne L. *Introduction to Business Enterprises.* New York: John Wiley & Sons, Inc., 1960.

Menning, J. H. and Wilkinson, C. W. *Writing Business Letters.* Homewood, Ill.: Richard D. Irwin, Inc., 1957.

The textbooks used in the second-year courses were:

Beckman, Theodore N., Engle, Nathaniel H., and Buzzell, Robert D. *Wholesaling.* New York: The Ronald Press, 1959.

Carson, A. B., Sherwood, J. F., and Boling, Clem. *College Accounting.* Cincinnati: South-Western Publishing Company.

Craig, D. S. and Howell, R. A. *Basic Business Law.* New York: The Ronald Press, 1960.

Cruickshank, Henry M. and Davis, Keith. *Cases in Management.* Homewood, Ill.: Richard D. Irwin, Inc., 1962.

Jucius, Michael J. and Schlender, William E. *Elements of Managerial Action.* Homewood, Ill.: Richard D. Irwin, Inc., 1960.

Lusk, Harold F. *Business Law—Principles and Cases.* Homewood, Ill.: Richard D. Irwin, Inc., 1963.

INSTRUCTION ON THE JOB

One of the significant phases of the co-operative education program is establishing and maintaining proper relationship between the instructor-coordinator and the employer. This is referred to as "coordination." The objective is normal student development in a practical learning situation. Each contact that is made between student employee and the employer supervisor must be in an atmosphere of co-operation and one that is based upon the constructive criticism of the student's progress.

On-the-Job Coordination

When the first coordination visit is made after the student is on the job, the instructor-coordinator will already be well acquainted with both the head of the firm as well as the student's departmental sponsor. His previous visits to place the student will have established these contacts.

During the first coordination visit, a form called the "On-the-Job Training Plan" should be discussed (Figures 15 and 16). The Training Plan is described later in this section. However, it is inadvisable to prepare this document during the first visit inasmuch as the employer is not sufficiently acquainted with the student. The Training Plan is filled out during the second visit by the instructor-coordinator.

SPECIMEN

ON-THE-JOB-TRAINING PLAN

Dates from_____to_____

Student's Name_____

Training Station_____

President's or Owner's Name_____

Address_____Telephone_____

Sponsor's Name_____

Address_____Telephone_____

FIG. 14. Cover page for on-the-job training plan.
(Mimeographed, 8½ x 11 sheets, stapled with pages shown in Figure 15.)

ON-THE-JOB TRAINING PLAN

SESSION_____ DATES: From_____to_____

DEPARTMENT_____

Job Assignment(s)_____

Job Breakdown

Supervisor's Name
_____

Address:
_____

Telephone:
_____

1. _____
2. _____
3. _____
4. _____
5. _____

DEPARTMENT_____

Job Assignment(s)_____

Job Breakdown

Supervisor's Name
_____

Address:
_____

Telephone:
_____

1. _____
2. _____
3. _____
4. _____
5. _____

FIG. 15. Specimen sheets included in On-the-Job Training Plan.

Number of coordination visits. The pilot program at Ohio State served the entire state. Therefore, the coordination visits of the instructor-coordinator did not occur as often as would be desired for a local program. An attempt was made by the instructor-coordinator to visit the students in the pilot program every six weeks. When a program is operating on a local basis coordination visits should be made as often as every three weeks, but the instructor-coordinator must use his own judgment on the number of visits and should not depend entirely upon a rigid time schedule.

Appointments should be made prior to the visit to the training station. When a telephone or a letter precedes the instructor-coordinator's visit to the training station, the wholesaler will have time to prepare various questions and have up-to-date information on his two trainees awaiting the arrival of the instructor-coordinator.

Coordination visit should be planned. The instructor-coordinator should consider what he will talk about in advance and take the proper information and records with him for the interview. A file should be kept for each student. The file will contain comments of instructors, grades, letters and reports from the employer. Reference to this information will refresh the memory of the instructor-coordinator's of the student's status in the class as well as on the job and the topics discussed during the last visit to the training station. These should be gone over before he begins each coordinating session with the employer.

Student consultations on the job. During the on-the-job visit the coordinator requests a conference among himself, the student and the employer. At this conference the student is put at ease and allowed to express any opinion that he might have about his in-class training as well as his on-the-job training. The student will probably want to move faster than he is capable, and this will be one of the major topics that he will discuss. At this time the schedule of progress should be studied to determine if the student is correct in his complaint of slow progress. In addition to the three-way conference, it is advisable for the instructor-coordinator to request a private conference with the student.

It is always well for the instructor-coordinator to have a short conversation with each enrollee when the student returns to the campus for his in-class session. At this time the student may talk more freely than on the job. Concerning the relationship between the student and the employer, it is very important for the instructor-coordinator to keep in mind that there are two sides to every complaint he may hear from the employer or the student. In some cases the instructor-coordinator will take the word of the employer over that of the student. The student should also be recognized. He will have points of view, suggestions, complaints or grievances about his training.

Coordination helps both employer and student. One of the major objectives of the coordination visit by the instructor-coordinator is to call to the attention of the employer the progress of the trainee. When the pilot program first began, the instructor-coordinator was visiting a wholesale firm which he hoped would participate as a training station. The wholesaler was not convinced that it was necessary for his employees to have in-class training. He stated that it was necessary for them to have on-the-job experience but beyond that he could not wholeheartedly

support the program. The instructor-coordinator suggested that the wholesaler hire two trainees and give the program an opportunity to prove itself over the two-year time. The wholesaler agreed to go 50 per cent of the way and hired one of the men enrolled in the program. At the same time, he hired another young man that was equal in academic background and age to that of the wholesale student. At the end of the first year, the wholesaler said, he would compare the two boys and determine whether the program was beneficial. The instructor-coordinator agreed to this and did not mention the incident to the wholesaler again until the end of the first year of the program. The instructor-coordinator called upon the wholesaler several times during the year and each time brought to his attention the progress of his wholesale student. At the end of a year's time, the instructor-coordinator asked the employer how the student was doing. The reply was that he was doing very well and that the wholesaler was very pleased with the student's progress. The instructor-coordinator also asked for the comparison that the wholesaler had promised him at the beginning of the year. The employer had to go to his records to see if the second young man he had hired was still employed by the company.

Improving poor work habits. Another value that the coordination visits should produce for the wholesaler is consultation between student and coordinator about poor work habits. Small things bother the employer and too often he hesitates to discuss them with the employee. As a result, the bad habits persist. When such things as lack of punctuality, lack of cleanliness, various obnoxious habits, and other things that are definitely detrimental to a student's employment are discussed in a friendly atmosphere, very little resentment is aroused. In the long run, such discussion is greatly appreciated by the student as well as the employer.

Visits not always pleasant. Some of the visits may not be the most pleasant because of the various conflicts between employer and employee. The coordinator should approach each visit, however, with a planned objective and with the knowledge that there are two sides to each complaint as well as two sides to each success.

Student Dismissal

In the pilot program, much of the worry about student dismissal was eliminated by proper screening. Few students were dropped because of poor academic performance or poor on-the-job performance. Anytime a student is unmistakably to blame for poor job performance he should be dropped from the program and not recommended to another wholesaler for employment.

Review the case thoroughly. Before this drastic step is taken, the instructor-coordinator should review the case with the Advisory Committee, keeping in mind that generally there are two sides to each story. If the cause of dismissal is a personality conflict between the employer and student, the fault of the employer, or the fault of the other people within the training station, the student should have another opportunity. When the dismissed student is recommended for another job, the new employer should be given the background of the case and the exact reason why the student was dismissed. The dismissal case should be presented to the new wholesaler as fairly as possible by the instructor-coordinator.

Reports of Students' In-Class Progress

The instructor-coordinator should keep the employer informed about the student's work in the classroom. A copy of grades at the end of each session is sent to the student as well as to the student's employer. In addition, the employer receives a list showing the top five individuals in each course for a particular session. This listing of the top five students creates a great deal of competition among the students as well as the employers. This is one of the major topics of conversation at each advisory committee meeting.

The report also helps to point out to the employers that first impressions of prospective employes are not always correct. For example, when the pilot program began, three young men were interviewed by a prospective employer. After interviewing one of the young men, the employer said that the boy had little personality and as far as he was concerned very little opportunity for success within the program. That boy was eventually hired by another wholesaler and entered the program. He was one of the top students academically and on-the-job. The employer who had rejected that young man commented on his mistake each time after seeing the list.

STUDENTS

The results obtained in the pilot program indicate that the proper sources were utilized and that the screening process was adequate. Sixty per cent of the graduates are now employed in the wholesale industry. Forty per cent are employed by the original employer.

Certain criteria were established for entrance into the program. These criteria were established by the committee on selection:

The applicant must have a high school diploma.

The applicant will submit an application form as required by the student selection committee. This application form will contain information regarding the applicant's personal life, his education, his special activities, personal and business references, business experience, and a statement of commodity lines in which he desires training.

The applicant will have been employed by a wholesale firm before his acceptance in the program. If the student is not employable, there is no need for specialized training.

Sources of Students

Three major sources of students were apparent in each of the enrollment periods in the pilot program. These were high school seniors, college drop-outs and men who had completed their military service. The ideal enrollment is approximately 60 students with 30 in class and 30 on the job. These numbers will vary in different locations depending upon the financial structure of the program.

High school seniors. High school seniors comprised the largest single group from which students were enrolled. Contact with that group was discussed in another part of this manual. All students enrolled in the program were graduates of high school.

College drop-outs. The next largest group were college drop-outs. Although some authorities say that the college drop-out is not a capable

student, this was not true of the people who enrolled in the wholesale program. One of the best students in the wholesale program was a young man who dropped out of school with only one year in college. Upon entering the wholesale program his school grades became very good, his job reports indicated that his work was excellent. Upon graduation from the wholesaling program, some of the students were motivated to return to college. The college drop-out adds a great deal of maturity and stability to the larger group of young high school graduates.

Former servicemen. Servicemen make up the smallest group. Servicemen have made no financial commitments and many times are free to choose any educational career. This type of student will also add maturity and seriousness to the group.

Screening Students

The first step in the screening process is a review of the applicant's high school transcript. In many cases a person cannot look at a high school transcript and determine the capabilities of a young man. Several of the enrollees in the pilot program had low grades on their high school transcripts and yet turned out to be excellent students. The instructor-coordinator should not allow the high school transcript to be all important in the determination of the selection of the trainee for the wholesale program.

The second step is a review of personal references. Three personal references are requested; one should be a teacher. Personal references can be very valuable. Information about health, academic background, and other characteristics can usually be determined from personal references.

The third step is an academic evaluation test. The program used the American College Test (ACT) to determine reading ability, retention ability and certain mathematics ability. The test should be used only as a guideline and not as a single determining factor for acceptance or rejection of the applicant.

A screening interview of each student is the fourth, and perhaps most significant step. Men from the wholesale industry make up a panel of interviewers. The ideal number of persons for each panel is three. Many times four or five panels will be needed.

One screening day a month will be necessary. Saturday is usually the most convenient day for all concerned. High school is not in session and the wholesalers are least busy. The applicants are asked to come to the school to take the test in the morning and have the interview in the afternoon.

Interviews used in pilot program. A minimum of 20 minutes was allowed for each interview, and it was suggested that the interviewers spend 10 minutes in actual interview, five minutes before the interview in familiarizing themselves with the student by use of a folder furnished to them, and five minutes after the interview in their summation of the applicant.

The interviewers were given a personal folder of information for each applicant. In the folder were the original application blanks submitted by the applicant, the letters of personal references requested by the instructor-coordinator from three names supplied by the applicant, the

student's high school transcript, and any other information that the instructor-coordinator might have gathered about the applicant.

The interviewers were extremely interested in the applicant's high school subjects, especially in the areas of math and English. They were interested in seeing the participation of the applicant in extra-curricular activity such as sports, glee-clubs, and other areas not considered academic. They also appraised the applicant's handwriting and spelling on the application blank, and any other matter that might give them an insight into the characteristics of the young men.

During the interview the wholesalers were instructed to question the young men along the same lines as they would if a person was in their place of business applying for a job. They were to determine if they would hire this person for training in their firms. After the interview, the interviewers filled out a simple form indicating their opinion of the applicant's ability to converse, his dress, total personality, overall appearance, and they had to answer a yes and no question: "If you were hiring a person to train for future job of responsibility, would you hire this young man?" As it was mentioned this standard of the four standards that have been described is the most important.

If the interviewers said that they would not hire the young man, the instructor-coordinator hesitated to recommend the person to other wholesalers that would be hiring this person for a trainee. Only on one or two occasions in the pilot program did the instructor-coordinator overrule the interviewing committee. When this happened the interviewers were asked to reconsider their decisions and give reasons.

Review of four steps. After reviewing the high school transcript, personal reference letters, the results of the ACT test, and the result of the interview, the instructor-coordinator decides whether the applicant should be accepted or rejected. A chart will help in summarizing the results. Some of the things to look for are contradictions in the applicant's high school transcripts in comparison with the ACT test. Some students do not do their best in high school. The reverse can be true. If the high school transcript is fairly high and the ACT test low, it might indicate that the applicant was an over-achiever or that the applicant had had an off-day when taking the ACT test. When the high school transcript and the ACT test agree, however, it is a good indication the young man could be either accepted or rejected.

The personality recommendation of the interviewing committee should be reviewed. Many times the personal references indicate that a certain applicant is good. In the interview he might be backward, bashful, outspoken, or sarcastic. The instructor-coordinator should meet each applicant, talk with him about the program, and explain to him what will be expected of him.

After the decision to accept or reject the applicant is made, a letter should go immediately to the applicant. If the applicant is rejected, the rejection letter should not damage the ego of the receiver. If the applicant is accepted, the acceptance letter should be of a short congratulatory nature, and either give instructions as to future actions of the applicant or indicate that instructions will soon follow.

Keep in close touch with applicants. Soon after school begins, new applicants will start coming to the school's office to apply for admis-

sion. The instructor-coordinator must keep in close touch with these prospective students to keep their interest in the program alive until they can be considered for admission in a year's time. Close touch must also be maintained with students who have been accepted into the program, either by mail, phone, or personal contact informing them of new developments that will aid in their beginning the program at the given date.

INTERVIEW PROCESS AND SCHEDULING

Screening interview once each month.

Usually held on Saturday beginning four months in advance of opening date of school.
24 prospective students could be handled.
Use four interview rooms—six young men in each room.
Four groups of three interviewers—a minimum of two wholesalers in each room—the third person should be acquainted with the objectives and operation of the program.

Schedule for Saturday meeting.

Morning
  General
  Testing
Afternoon
  Interviews—four sections.

Materials received by applicants prior to meeting.

Schedule activities for day, location and time of meetings.
Personal card indicating time for afternoon interview (applicants farthest away were scheduled first).

Information for interviewers.

Original application blank in applicant's handwriting.
High school transcript.
Reference letters.
Information form filled out by applicant upon arrival for interview—draft status and other information.

Interview.

Each applicant a minimum of 20 minutes with the interview committee.
The committee should spend five minutes reviewing applicant's portfolio; 10 minutes in actual interview; five minutes reviewing individual after applicant has left the room.
The committee interviews applicant on basis of question: "Would I employ this young man at my place of business to train him for jobs of responsibility?"

Examples of materials used in the screening process are shown on the following pages.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

TO: Applicants of the Ohio Wholesale Management Development Program

FROM: , Director

SUBJECT: Screening of applicants

You are requested to come to the campus of The Ohio State University on May 27, 1963, for your screening conference.

The purpose of this meeting is to help determine your qualifications for the Ohio Wholesale Management Development Program.

The enclosed schedule and pamphlets are to help you plan your day while visiting the University.

Congratulations on the ambition that encouraged you to make application for this program. You have my best wishes for the screening process on May 25.

FIG. 16. Letter notifying student about screening schedule.

SPECIMEN

PLACE: The Ohio State University, Columbus, Ohio

DATE: June 29, 1963

	TIME	BUILDING	ROOM
General Meeting	9:00	Mendenhall Lab	304
Testing	9:30	Student Service Building	300
Lunch	12:45	We suggest the Ohio Union	Ground Floor

Interviewing Begins 1:30 (card indicating time assigned for interview is attached).

FIG. 17. Screening Process Schedule.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

After reviewing your test and the report of the screening committee, it is my pleasure to inform you that the Ohio Wholesale Management Development Program Advisory Committee feels you have the qualifications necessary to participate in the Wholesale Program conducted at The Ohio State University.

I want to congratulate you on being accepted in the program. The wholesale industry offers a bright future for young men who have initiative and a desire to succeed. I think you have shown these qualities by applying and being accepted in this training program.

You will receive more information directly from the instructor-coordinator within the next few days explaining the problem of placement.

I wish you every success in this endeavor.

Sincerely,

(Signed)

, Director
Ohio Wholesale Management Development Program
WBL/jm

FIG. 18. Letter from advisory committee notifying student of his acceptance.

SPECIMEN

THE OHIO STATE UNIVERSITY
DEPARTMENT OF EDUCATION
DISTRIBUTIVE EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

NAME:

ADDRESS:

Dear

Mr. Weatherford and myself would like to extend our congratulations to you for passing the wholesale screening process given at Ohio State University, April 27, 1963.

We feel the screening committee has given us a group of fine young men to work with. I am sure the wholesalers in Ohio will agree.

The one important thing that must be done now, is to place you with a training station. I realize you will still be in school until the first part of June, therefore, I am planning to arrange most of the interviews for immediately after graduation. If we can arrange an interview on an individual basis, that we feel would be beneficial to you before your graduation, we will contact you by mail or phone.

If you have any questions, please let us know. Once again, congratulations.

Sincerely,

(Signed)

Instructor-coordinator

Ohio Wholesale Management Development Program

LL/jm

FIG. 19. Letter from instructor-coordinator notifying student of his acceptance.

SPECIMEN

An interview has been arranged with

on at . The above firm is a

wholesaler of .

Since you have indicated an interest in this type of product line, or one that is related to it, you are requested to attend this meeting. A form is provided at the bottom of this letter for you to return to us with the necessary information. Please fill it out and return it to 1988 North College Road immediately.

Sincerely,

(Signed)

Instructor-coordinator

LL/jm

PLEASE CHECK ONE

☐ I will attend the interview with

☐ I will not be able to attend the interview.

If you cannot attend the interview as requested, please give specific reasons why.

FIG. 20. Form for securing information from accepted student.

Orientation and Registration

The orientation and registration meetings for the students in the pilot program occurred the day before the students came into the class for the first time. At this time information was obtained from the students that would allow the completion of various forms that were needed for the university, selective service bureau and emergency notification addresses. The meetings also served to introduce the students to college life. The students were informed that they were now college level students and that it would be necessary for them to act as mature individuals. They were told that their performance as individuals would determine the success or failure of the program.

Student Housing

The area in which the program is located will determine the kind of housing that will be used for the students enrolled in the program. For the pilot program, an attempt was made to work with individual home owners and alternate the students in the homes on a rental basis much like they were alternated into the classroom and on the job.

It was soon found, however, that it was much easier for the students, homeowners and program administrators if the students chose their own rooming houses. Students in the pilot program live in college-approved housing owned by private homeowners and offered for rent after meeting certain requirements of the university. The students found that they could rent an acceptable room for approximately $28 a month.

Homeowners are pleased to rent their apartments to wholesale students because the students are year-round residents rather than nine-months residents. Students should be encouraged to live with not more than two boys to a room. While some apartments housed three to four students each session successfully, it hampered the development of good study habits in many cases.

EVALUATION

Every educational program should be evaluated periodically. The wholesale program has four basic areas that should be evaluated: the student, the instructional staff, the training station, and the overall program.

Evaluation of the Student

Six subjects are offered each year. The student participates in the subject three two-month sessions interrupted by three two-month on-the-job sessions. At the end of each two-month academic session, the student is given a grade. The grade is based upon three or four activities. The instructor makes the decision in each course. Most of the instructors give a mid-session examination, a final session examination, various minor quizzes, homework assignments, and in some instances one major project per session.

After a number grade is given for the above mentioned items and an average is compiled, a letter grade is assigned. These letter grades are based upon an average of 90 to 100 being an A; 80 to 89 a B; 70 to 79 a C; and 60 to 69 a D. The instructors in the pilot program found it valuable to use plus and minus grades. If plus and minus grades are used, the number grades must be broken down into new averages. For example, the instructors designated 97 to 100 as an A plus; 94 to 96 an A; and

90 to 93 an A minus. A B plus was 87 to 89; a B was 84 to 86; and so on for the other B, C and D grades.

When the grades are compiled, the part-time instructors return them to the instructor-coordinator who notifies the student and the student's employer of his grades for the session. When the student has completed the full-year term, or three two-month in-class sessions of the program, a term grade is given in each subject. The term grade is a composite of all grades for the year. For example, at the end of the third in-class session the student has to his credit three session grades in each subject. From these a composite grade is formed. If the student had a C the first in-class session, an A the second in-class session, and a B the third in-class session, his term grade is a B. The term grade is recorded as the permanent grade. Some instructors retained a portion, about 10 or 15 per cent, of the final session grade as their personal evaluation of the student. In this way the instructor can evaluate the student's effort, attitude, and class personality.

Based on 4 points as an "A", the student must have at least a 1.75 if he enters the second year of the program without probation or waring. During the second year of the program, it is necessary for the student to carry a 2-point accumulative average in order for him to receive the certificate of completion at the end of the program. This 2-point accumulative average was necessary for the second term or year of the program only.

Job evaluation. During a visit to the student's training station, the instructor-coordinator can evaluate the student while he is on-the-job. The visit usually includes a conference with the employer, a conference with the immediate supervisor in the department where the student is working, and if necessary a conference with the employer, immediate supervisor, student, and instructor-coordinator. They discuss the various strengths and shortcomings of the trainee. In these conferences the trainee can ask questions or make statements he feels pertinent. The schedule of progress is reviewed and any changes made that the employer feels necessary.

Rating forms. Several types of rating sheets were used in the pilot program to determine the efficiency of trainees on the job and a three-part rating sheet proved of greatest value to evaluate the trainee on the job. The first rating sheet gets the employer's reaction to the trainee in such areas as punctuality, appearance, his ability to get along with other employees, his general attitude toward the job, and other basic attitudes and characteristics that will help form the working character of the trainee. The second is a more detailed report. The third covers the six months the student has trained in the program. The three rating sheets become more detailed as the employer becomes better acquainted with the trainee.

No grade given for on-the-job experience. In the classroom where one instructor has many students, it is not easy for him to apply fair and equal grades to each student. An equitable grade for a trainee's work on the job is more difficult, even almost impossible, to determine. When employers must rate and grade 30 trainees, 30 different standards and personalities can enter into the computation of the grades.

If the trainee is fired or removed from his job because of lack of interest, poor performance, or any other reason that could be directly related to the trainee, he is dropped from the program. When personality conflicts arise between the trainee and the employer, the instructor-coordinator must closely evaluate the situation. If the conflict is not all the fault of the trainee, the student should be given assistance in finding another training station. In most instances this type of move will work both to the advantage of the trainee and to the advantage of the old and new training station.

Evaluation of the Staff

The wholesale program staff will make a significant contribution to the success or failure of the program. For example, instruction in the post-secondary program must be kept on the 13th and 14th, or freshman-sophomore, level. The instructors alone can accomplish this. The instructor-coordinator must be well acquainted with the background and continuing performance of the instructors in the class room. He should have periodic meetings with them, visit the classrooms and, when high school teachers are used, the instructor-coordinator must check to see that the instruction is up to the level desired.

Persons with high school teaching backgrounds tend to simplify the course they are teaching. Even though they are quite capable of teaching on the 13th and 14th year level, they may treat students in the post-secondary program as high school students. This kind of treatment is not desirable. It will create much dissatisfaction among the students and will not contribute to the concept of the program as acceptable post-secondary training. The reverse is true of the graduate students in the university. They will have a hard time teaching on the level of the freshman-sophomore group.

Evaluation of the instructors by the students can greatly help the instructor-coordinator in his evaluation of the instructors. This was done periodically in the pilot program and it was found that many times the instructors could be informed of weak points that did exist in the instructors' teaching methods. Before the evaluation begins, the students should be told to be truthful because the process is designed to help the instructors better themselves, and that the process in no way effects their grades. The instructors were evaluated on such things as subject knowledge, capability of expressing themselves, capability of getting points across, dress, mannerisms in class that were disturbing to the pupils, the general attitude the student felt the instructor had toward the entire class. The instructor-coordinator read the evaluation sheets and then passed them on to the instructors. The evaluation sheets did not have any names on them, and the instructors were informed to use them for their own betterment. This worked very well for the pilot program and is recommended for any program that is following this guideline.

Evaluation of Total Program

The final evaluation of a program is conducted by the person in charge. He meets with persons who are familiar with the operations of the program and who are well informed on the quality needed in post-secondary education. Two meetings are desirable. At the first meeting decisions are made as to what type of information is desired from the instructor-coordinator and other members of the staff. The evaluation should cover the instructor-coordinator's work, the curriculum of the program,

the methods of presentation by the various instructors and the growth of the students. At the second meeting the various materials asked for in the first meeting are presented to the committee and recommendations made for improvement.

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